Utah State Office of Education

	Title III Monitoring Indicators: Key Elements for	Visit Documentation and Information	
District Name:	Contact Name:	Phone #:	

Policy and Procedures:		ties wed	Sources of Information:	Key: C; IP; N/A; NC: Compliance/Next Steps	
		No	Documentation/Interview		
1. Provide high-quality language instruction educational programs that are based on scientific research demonstrating effectiveness in increasing English proficiency and student academic achievement (Sec. #3212).					
1.1 Does the district have a program of educational service that provides coherent, sustained English language development based on research or accepted theory (Sec. # 3115)?					
1.2 Does the district have a process for certification of teacher English fluency and fluency in any other language used for instruction (Sec. # 3116(c) Utah Rule R277-520; R277-716-5)?					
1.3 Are the district's language instruction educational programs staffed with appropriately licensed/certified/endorsed teachers (Utah Rule R277-520; R277-716-5)?					
1.4 Does the district's educational program design include provisions for language minority students to meet state academic content and performance standards required of all students (Sec. #3116)?					
 1.5 Does the district have a program of services for ELLs that includes: A comprehensive high school education leading to graduation? 					
 Meaningful access to elective classes as well as special programs? A referral process for special education eligibility? 					
(Sec.#3127, 3115, 3121,3122) 1.6 Does the district have evidence that appropriate interventions					
are made when reclassified students are not succeeding, such as tutorials, intensified instruction, and extended day/year (Sec. #3115)?					

2. Provide high-quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel (Sec. 3212).				
 2.1 Does evidence exist that high-quality professional development is in place to: Improve instruction and assessment of ELLs? Enhance the ability of teachers to understand and use curricula, assessment, and instructional strategies? Substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers? (Sec.#3115) Implement the ELP Standards in the classroom (Sec.#3113)? 				
3. Provide for the assessment of ELLs for English proficiency, including students' level of comprehension, speaking, listening, reading, and writing in English; and for assessing the students' attainment of challenging state academic achievement standards as outlined in Sec. 1111(b)(3) and their progress in meeting the AMAOs (Annual Measurable Achievement Objectives) as described in Sec. 3122.				
 3.1- Does the district have processes in place to annually measure the English proficiency of ELLs (Sec. #3116)? Has the Utah Consolidated Application (UCA) been signed? 				
 3.2 Does the district have processes in place to notify parents of ELL students participating in a Title III language instruction educational program of any failure of the program to make progress on the AMAOs described in section 3122 of Title III (Sec. #3122, 3121)? Does the district have an improvement plan process in place if the district fails to meet AMAO targets? Is the notification provided in an understandable and uniform format, and to the extent practicable, in a language that the parent can understand (Sec. #3302(b)(c)? 				

	ngress	: N/A =	Not applicable; NC = Non-com	nnliant	
3.3 Does the district have on file:		1	1100 46661101101110111101111011110111101		
 A description of the progress made by former ELL students reclassified as Fluent (F) in meeting state academic content and performance for each of the two years after exiting the language instruction program (Sec. #3121)? Evidence that all students with a primary home language other than English have been assessed for English proficiency within 30 days at the beginning of the school year or two weeks if enrolled during the school and placed in an appropriate instructional program (Sec. #3115, 3127)? Procedures to inform parents promptly (within 30 days after the beginning of the school year or two weeks during the school year) of the placement of the student in the language instruction program (Sec. #1112)? 					
	Yes	No	Documentation/Interview	Compliance/Nex	t steps
1. Provide community participation programs, family literacy services, and parent outreach and training activities to ELL students and their families (Sec. #3116). 1.1 Does the district disseminate to parents information clearly describing how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and any complaint procedures (General Provision Regs., sec. 299.11)?					
7.					
2. Provide for the participation of ELL students and					
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3. Provide a review process to determine whether ELL				
students are making progress toward AYP and attaining				
English language proficiency (Sec. #3116).				
3.1 Does the district have procedures to determine the				
effectiveness of the programs and activities used to determine				
whether ELL students are making progress toward AYP and				
attaining English language proficiency?				
3.2 If necessary, does the district have a plan for restructuring and				
improvement of language instruction and academic content				
instruction programs?				
C. Immigrant Activities (where applicable)	Yes	No	Documentation/Interview	Compliance/Next steps
1. Provide enhanced instructional opportunities for				
immigrant children and youth (Sec. #3114).				
1.1 Does the district offer instructional services designed to assist				
immigrant children and youth to achieve in elementary and				
secondary schools by:				
 Providing family literacy, parent outreach, and parent 				
training designed to assist parents to become active				
participants in the education of their children and				
activities coordinated with community-based				
organizations?				
 Providing support personnel specifically trained to deliver 	•			
services to immigrant children?				
• Identifying and acquiring curricular materials, etc., to be				
used in the program?				
 Providing programs which help immigrant children to 				
succeed in school such as introduction to the educational				
system and civics education (Sec. #3114(d))?				
1.2 Does the district have records of:				
• The number of immigrant students being served?				
• The plan approved by the SEA?				
A plan demonstrating the method used to distribute Title				
III immigrant funds?				

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	Yes	No	Documentation/Interview	Compliance/Next steps
D. Fiscal Reporting				
1. Provide for monitoring the expenditure of Title III				
funds.				
1.1 Does the district have a process in place to monitor the				
expenditure of allocated Title III funds by:				
 Documenting activities, purchase orders and requisitions, and vendor contracts? 				
• Describing the purchasing process for the obtaining and disposition of equipment necessary to effectively operate Title III programs (EDGAR 76.533, 80.32)? (Sec.#3114 and 3115)				
1.2 Does the district have evidence of the process used to address				
concerns regarding supplementing, not supplanting with Title III				
allocated funds (Sec. #3115(g))?				
1.3 Has the district submitted a current Title III budget narrative				
as part of the UCA?				